

DESOTO Title I, Part A Parental Involvement Plan

I, Karyn Gary, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The LEA will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;
- Consistent with Section 1118, the LEA will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;
- The LEA will incorporate this LEA-wide parental involvement policy into its LEA Plan developed under Section 1112 of the ESEA;
- In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];
- If the LEA Plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE;
- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools, after equitable provisions have been provided to participating private schools;
- The LEA will be governed by the statutory definition of "parental involvement" defined in Section 9101 (32), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition; and

Signature of Superintendent or Designee

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.)

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: The Parent Involvement Mission Statement for the School District of DeSoto County is to create school/parent/community partnerships that strengthen students academically and support their growth as productive citizens.

Involvement of Parents

Describe the actions the LEA will take to involve parents in the following required policies/plans:

- LEA-wide parental involvement policy (PIP)[Section 1118(a)(2)];
- LEA plan [Sections 1112 (c)(H), 1112(d)(1)]; -and
- How the funds reserved for parental involvement will be spent [Section 1118(a)(2)].

Response: The LEA parental involvement policy has been developed in consultation with parents from all schools, parent involvement specialist and principals. The parent specialist invites parents to become DPAC members at Parent Involvement meetings at the school level as well as at the SAC meetings. Parents who express an interest in joining the group are then invited to the DPAC meetings. Emphasis is placed on meeting ethnic and race representation at each school. Parent input will be documented with written minutes of meetings detailing parent comments and suggestions. An interpreter will be provided at each meeting.

An overview of a Parent Involvement Plan is discussed at meetings, and parents provide information felt to be important in the development of the Parent Involvement Plan. The plan is developed during the first meeting with parent input placed in the plan. The District Parent Advisory Council will meet a minimum of two times during the year to develop and review the District Parent Involvement Plan, the Title I Plan and District Improvement Plans.

Funds reserved for parent involvement will include the required 1% set aside and additional monies needed to fund district level parental involvement specialist who makes direct contact with parents and serves as liaison between school and DPAC and school and district. Additional funds will be designated for each school to provide supplies, materials, and other resources at each school to support the plans there. Funds were discussed in our first PIP meeting and it was decided how the money would be distributed. Funding for activities such as Reading, Math and Science nights were approved by the committee.

Technical Assistance

Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1118(a)(2)(B and C) and 1118(e)(1-14)]. Include a description of the process the LEA will use to review the school-level PIP to ensure compliance with all requirements of Section 1118 [34 CFR 200.30(e)]. Include information on how the LEA will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

Response: The parental involvement specialist will work with school staff and administrators to plan for parental activities. These activities will be implemented by the parent involvement specialist. District Instructional Services, Student Services and Title I Associate Director will work with school administration, teachers, committees, and School Advisory Councils to ensure that parent needs are being met and communication is provided in understandable and accessible formats. Parents will have opportunity to request support and services they may need.

The parent involvement specialist will participate in parental involvement trainings and provide that information to school level staff through workshops, on the district website employee portal, and the Newsblasts, an online informational newsletter. The district parent involvement specialist will support the implementation of individual school's parental involvement program through individual school calendars, sign in sheets, and evaluation forms.

Coordination and Integration

Describe how the LEA will coordinate and integrate parental involvement strategies from Part A of Title I with other federal programs (including but not limited to Head Start, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-Kindergarten, Title I, Part C, Title I, Part D of Title I, Title III, and Title IV, Part A) [Sections 1118 (a)(2)(D) and 1118(e)(4)].

count	Program	Coordination
1	VPK	District Staff serves as liaison to District Parent Advisory Council. It will be the Parent Involvement Specialist's responsibility to provide parent workshops for this program. Joint parent/teacher meetings will also be held to discuss transition to KG and skills necessary for a successful transition.
2	Title I, Part C	PI Specialist coordinates activities between Part A and C, targeting specific needs of identified parent groups
3	Title III	PI Specialist ensures that translators are provided for PI activities and provide targeted parent involvement
4	Individuals with Disabilities Education Act (IDEA)	Supplemental instruction support will be provided by Title One and will be discussed with parents during the development of the student's IEP
5	Title I and Title VI	Coordinated PD for teachers centers around the specific needs of our low socio-economic students, and parent expectations and student achievement
6	School Improvement Initiative	Title I and School Improvement Initiative programs are coordinated to provide PD for teachers related to strategies and interventions for struggling students. This will support parental involvement since parents will be provided with information about their role in the strategies and interventions for struggling students.

Annual Evaluation

Describe the actions the LEA will take to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the academic quality of the Title I, Part A schools [Section 1118(a)(2)(E)].

Response: The DeSoto County School District, along with the DPAC, will meet a minimum of two times per year to review, revise, and update the LEA plan and the school level plans (PIP). Meetings will be documented through meeting minutes. The DPAC will work with the parent involvement specialist to resolve and improve any problems or issues that arise throughout the year. In addition, parent surveys will be conducted and reviewed by the parent involvement specialist, as well as the DPAC. Student achievement data, including progress monitoring, I-Ready, and state assessment results, will be analyzed and specific academic skills will be targeted for parent involvement workshops. When testing data is available, the DPAC will begin to review the existing PIP, analyze participation data, and revise PIP. In addition, workshops will be held to instruct parents on effective ways to improve skills needed for academic growth. In May, the DPAC will evaluate and review end of the year data, identify common areas of concern, and barriers for the effectiveness of greater participation in parental engagement activities. All this information will be used to revise the PIP and all parental

engagement activities.

Building Capacity

If the LEA plans to implement LEA-wide activities, describe the actions the LEA will take to build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Sections 1118(a)(2)(C), 1118(e)(1-14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Assessments discussed during individual conferences	Classroom Teachers	Teachers will conduct individual conferences to discuss each child's expectations and goals for the school year. Parents will gain knowledge of their child's strengths and weaknesses to better enable parents to help their child at home. Parents will also learn how to monitor their child's progress.	Throughout year	Parent Conferences Logs
2	Anti-Bullying	Student Services and PI Specialist	Since bullying has serious negative effects on children's health (Farrington & Ttofi, 2009) and can lead to poor academic achievement (Rosiak, 2003), parents who are knowledgeable about identifying and taking appropriate steps regarding bullying, can help children achieve success in school. Farrington, D.P. & Ttofi, M.M. (2009). School-based programs to reduce bullying and victimization. Systematic review for The Campbell Collaboration Crime and Justice Group. Available from: https://www.ncj.gov	November	Sign-in sheets, agenda
3	Pre-K/Kg Transition Workshop	PI Specialist/Administrator/Classroom Teachers	Strategies to help child be successful in Kindergarten and to meet the academic content and achievement standards.	May	Sign-in Sheets of making take ac
4	Drug Free Workshop	PI Specialist/Drug Free DeSoto	Drug abuse in children can contribute to poor academic performance and a higher risk of dropping out of school (National Institute on Drug Abuse, 2007). Thus, parents with current information concerning drug abuse will be better able to assist in their child's academic achievement. National Institute on Drug Abuse. (2010). Drugs, Brains, and Behavior: The Science of Addiction. Available from: http://www.drugabuse.gov/publications/science-addiction Rosiak, J. (2003). Bullying Today	September	Sign in sheets, agenda

Staff Training

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Building Ties	PI Specialist	Administrators, teachers and staff will learn	throughout	Emails, district

	Between Home and school		techniques to increase greater parental involvement which, in turn, will impact academic performance and classroom behavior.	school year	website, district Facebook
2	New Teacher Orientation	Administration	Teachers will learn techniques to encourage greater parent involvement. When parents and teachers have positive relationships and parents are involved in their children's education, academic performance and classroom behavior improve (Chen, 2008). Chen, G. (2008). Parental involvement is key to student success. Retrieved from www.publicschoolreview.com/articles/12	throughout school year	Sign-in sheets, agendas, presentation materials
3	District Parental Engagement Committee	PI Specialist	Administrators will learn techniques to increase greater parental/family engagement. They will then share this information with their teachers and staff. When parents and teachers have positive relationships and parents are involved in their children's education, academic performance and classroom behavior will impact academic performance and classroom behavior.	throughout school year	Sign-in sheets, agendas, presentation materials

Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: All planned parental involvement activities include an interpreter for our parents. When teachers hold parent conferences, every effort is made to provide an interpreter. Every school office includes a bilingual staff member to provide a friendly contact with non-English speaking parents. Messages sent by phone are provided in the language a parent can understand to the extent practical. This will be monitored by an end-of-the-year parent involvement survey. School Messenger, an automated phone system, and report cards are provided in an appropriate language based on information from the Home Language Survey. In addition, the district has a contract with an outside translation service for all written communications. Every effort will be made to provide information in a format and language that is accessible to all parents. As the need is identified, sign language or oral interpretation will be provided. Parent meetings are held in locations accessible by wheelchairs. Also, information from parent meetings is made available to parents unable to attend meetings because of a disability or because of their job. Parents with disabilities will be assisted during meetings to ensure parents have every opportunity to participate.

Discretionary Activities

The LEA parental involvement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1118(e)]. Check

here if the LEA does not plan to implement the discretionary parental involvement activities. Check all activities the LEA plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];	Child care may be provided if requested during parent training sessions	PI specialist	Allows parents to focus on sessions specifically related to academic standards.	Throughout the year
2	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];	Meetings at various times	Principals	Allows parents greater flexibility in receiving the information to assist their children	Throughout the year
3	Establishing a LEA-wide	DPAC	District PI specialist	When parents are directly involved in their children's education academic	At least twice during

parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and			performance and classroom behavior improve (Chen, 2008). Chen, G. (2008). Parental involvement is key to student success. Retrieved from www.publicschoolreview.com/articles/12	the year (Sept/March)
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Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

[Uploaded Document](#)

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

Provide a summary of the activities offered to help build the capacity of parents improve their children academic achievement [Section 1118(e)(1-2)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	OSC Family Night Nifty Numbers	1	50	Parents learned how to help their children at home with schoolwork and life skills, such as goal setting.
2	Science Parent Night	1	100	Parents engaged in hands on activities with their students. Individual stations were set up to engage students and parent in scientific experiments. When parents are involved in their child's education, there is an impact on student achievement.
3	Literacy Activities	2	35	Parents learn literacy techniques that transfer to the classroom to improve achievement.
4	Migrant Parent Involvement Meeting	2	40	Parents learn about services and support available to help their child academically.
5	Kindergarten Roundup	1	80	Parents learn skills needed to help their child academically.
6	Leader in Me Parent Nights	8	200	Parents were given information to help them be more effective in their child's academic life.
7	Assessments discussed during individual conferences	2	1638	Teachers will conduct individual conferences to discuss each child's expectations and goals for the school year. Parents will gain knowledge of their child's strengths and weaknesses to better enable parents to help their child at home. Parents will also learn how to monitor their child's progress
8	Parenting the Love and Logic Way	14	140	Parents were given information and trained how to help their students become more responsible, make better decisions and be better behaved. Improvement in these areas will positively affect all aspects of a student's academic life
9	Pre-K/Kg Parent Transition Workshop	1	50	Parent learned skills needed to help their child transition to successfully into Kg.
10	Parenting Teens Series	7	100	Parents received information specifically targeted to parents of teenagers about drugs, behavior, family conflict and risk avoidance issues. As parents become more informed about these issues, they will better be able to direct and guide their teenager in their academic lives as well as all other aspects.
11	Pre-K Skill Building	1	15	Parents engaged in activities that helped build their child's skills in preparation for Kg.

Staff Training Summary

Provide a summary of the professional development activities provided by the LEA to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118(e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	New Teacher Orientation	2	130	Teachers and staff will learn techniques to encourage greater parental involvement. When parents and teachers have positive relationships and parents are involved in their children's education, academic performance and classroom behavior improve.
2	Overview of the Homeless Education Program	5	25	Teachers and staff will learn techniques to encourage greater parental involvement. When parents and teachers have positive relationships and parents are involved in their children's education, academic performance and classroom behavior improve
3	Building Ties Between Home to School	15	500	Teachers and staff will receive information and learn techniques to encourage greater parental involvement and family engagement. Parental involvement is key to student success.

Private School Summary

Provide a summary of the parental involvement activities provided for private schools implementing a Title I, Part A program [Section 1120(a)(1)]

Not Applicable

Barriers

Describe the barriers which hindered participation by parents in parental involvement activities during the previous school year. Include the steps the LEA will take during the upcoming school year to overcome the barriers and design more effective parental involvement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(2)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Transportation (Migrant Families)	Vans can be used to pick up families to attend meetings
2	Language Barrier	Translators are used as much as possible in all meetings
3	Meeting Times	Meetings are held at various times and days from morning and afternoon meetings/workshops to after school and evening hours

Best Practices (Optional)

Describe the parental involvement activity/strategy implemented during the previous school year that the LEA considers the most effective. This information may be shared with other LEAs as a best practice.

(Optional)

count	Content/Purpose	Description of the Activity
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